



**Town Lane Infant School**  
**Long Term English Plan (2023 – 2024)**

**Year 1**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus Texts</b>	<b>Here We Are</b> <b>The Enormous Potato</b> <b>Harvest poetry</b> <b>The Bog Baby</b> <b>Health Week</b>	<b>The Naughty Bus</b> <b>Information Book – Old Toys</b> <b>Firework poems</b> <b>Dear Father</b> <b>Christmas</b>	<b>Lost and Found</b> <b>Meerkat Mail</b> <b>David Attenborough</b>	<b>It Started with a Seed</b> <b>Birds – Non-fiction writing</b> <b>The Last Wolf</b>	<b>Toys in Space</b> <b>Man on the Moon</b> <b>Non-fiction Tim Peake / Neil Armstrong</b>	<b>Lighthouse Keeper’s Lunch</b> <b>The Snail and the Whale</b> <b>Non-fiction</b>
<b>Read Aloud Curriculum</b>	<i>The Squirrels That Squabbled</i> <i>The Enormous Turnip</i> <i>The World Came To My Place Today</i>	<i>The Day The Crayons Quit, Red crayon</i> <i>Sophia Sparks</i> <i>Variety of Christmas Texts</i>	<i>Tango Makes Three</i> <i>Dragon Loves Penguin</i> <i>The Little Penguin</i> <i>The Penguin That Wanted To Find Out.</i>	<i>The Lost Words – poem</i> <i>Tidy – Emily Gravett</i>	<i>Woman Scientists</i> <i>The Marvellous Moon Map</i> <i>Here We Are Astro Girl</i> <i>The Night The Stars Went Out</i> <i>The Spacesuit Dogs in Space</i>	<i>Storm Whale – Benji Davies</i> <i>Sally and the Limpet – Simon James</i> <i>Billy’s Bucket – Kes Gray and Garry Parsons</i> <i>How does a lighthouse work? Roman Belyaev</i> <i>Magic Beach – Alison Lester</i>

<b>Ongoing Read Aloud - Reflecting Realities</b>	<i>Whoever You Are – Mem Fox</i> <i>Stella Brings the Family – Miriam B Schiffer</i> <i>It's Okay to be Different – Todd Parr</i> <i>Mixed by Aree Chung</i> <i>Juniper Jupiter – Lizzy Stewart</i> <i>Luna Loves Library Day – Joseph Coehlo</i> <i>Aalfred and Aalbert – Morag Hood</i> <i>Julian is a Mermaid – Jessica Love</i>					
<b>Written Outcome</b>	Postcards	Information text Letter Story Poem	Information text Postcards Story	Information text Letter	Story Biography	Story Information text
<b>Word Focus (See Read Write Inc)</b>		Adding suffix <b>-ed</b> , where no change is needed in the spelling of root words			Add suffixes: <b>-s</b> or <b>-e</b> <b>-er</b> and <b>-est</b> where no change is needed in the spelling of root words	Using the prefix <b>un-</b>  Using <b>-ing</b> , <b>-ed</b> , <b>-er</b> and <b>-est</b> where no change is needed in the spelling of root words
<b>Sentence Focus</b>	Leaving spaces between words  Write sentences by saying out loud what they are going to write about.  Composing a sentence orally before writing it.	Leaving spaces between words  Write sentences by saying out loud what they are going to write about.  Composing a sentence orally before writing it.  Joining words and clauses using "and"	Leaving spaces between words  Write sentences by saying out loud what they are going to write about.  Composing a sentence orally before writing it.  Joining words and clauses using "and"	Leaving spaces between words  Write sentences by saying out loud what they are going to write about.  Composing a sentence orally before writing it.  Joining words and clauses using "and"	Leaving spaces between words  Write sentences by saying out loud what they are going to write about.  Composing a sentence orally before writing it.  Joining words and clauses using "and"	Leaving spaces between words  Write sentences by saying out loud what they are going to write about.  Composing a sentence orally before writing it.  Joining words and clauses using "and"

<b>Text Focus</b>	<p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p>	<p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p>	<p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p>	<p>Discuss what they have written with the teacher or other pupils</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Discuss what they have written with the teacher or other pupils</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Sequencing sentences to form short narratives.</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Re-reading what they have written to check that it makes sense</p>
<b>Punctuation Focus</b>	<p>Using a capital letter for the personal pronoun 'I'.</p> <p>Begin to punctuate sentences using a <b>capital letter and a full stop</b>.</p>	<p>Using a capital letter for names of places and the days of the week.</p> <p>Begin to punctuate sentences using a <b>capital letter and a full stop</b>,</p> <p>Question marks</p>	<p>Using a capital letter for names, places, the days of the week and the personal pronoun 'I'.</p> <p>Begin to punctuate sentences using a <b>capital letter and a full stop</b>.</p> <p>Question marks</p>	<p>Using a capital letter for names, places, the days of the week and the personal pronoun 'I'.</p> <p>Begin to punctuate sentences using a <b>capital letter and a full stop</b>.</p> <p>Question marks</p>	<p>Using a capital letter for names of people and the personal pronoun 'I'</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Question marks</p> <p>Exclamation marks</p>	<p>Using a capital letter for names of people and the personal pronoun 'I'</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Question marks</p> <p>Exclamation marks</p>
<b>Speaking and Listening</b>	<p>Participate in discussions, presentations</p> <p>Gain, maintain and monitor the interest of the listener(s)</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Participate in discussions and debates</p>	<p>Listening to and discussing a wide range of poems beyond that at which they can read independently</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Participate in role-play/improvisations</p>
<b>Handwriting</b>	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Form digits 0-9</p>	<p>Form capital letters</p>	<p>Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</p>	<p>Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</p>

<b>Vocabulary</b>	Topic vocabulary - damp, shy, unhappy, habitat, evergreen, deciduous, season, weather	Topic Vocabulary - zoomed, darted, reflected, river, city, dull, worn, faded	Topic vocabulary – burrow, desert, harbour, ocean, predator, famous	Topic vocabulary – forest, crown, breast, seedling, environment	Topic vocabulary – astronaut, space, travel, gravity, vast, worried, nervous, unbelievable	Topic vocabulary – shimmering, gazed, pier, coast, rescue, bravery, lighthouse, structure
<b>Cross Curricular links</b>	Science – habitats	History – Toys form the past	Science – habitats / animals History – significant person  Whole school eco project based on Chester Zoo visit	Science – habitats / animals	History - space	Geography – human and physical features of the seaside  Trip to New Brighton